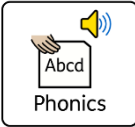


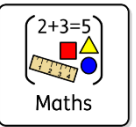










Summer 1 Medium Term Plan

Class: Pink

Topic: Real life superheroes

 <p>Phonics</p>	 <p>Reading</p>	 <p>Writing/Mark Making</p>	 <p>Maths</p>	 <p>Science</p>	 <p>PSHE</p>
<p>Foundation to Phonics To continue to follow the Little Wandle scheme of learning (phase 2 letter sounds: Daily Rhyme Time twice a day *To begin to recognise Rhyming words *To engage with familiar songs, rhymes and stories – predicting missing words/phrases where appropriate All *To learn one sound per week *To continue to recognise previously taught sounds Some: *To begin to orally blend *To gain exposition to 'tricky words' Auditory Discrimination *To follow body percussion sequences in the correct order. *To explore with a range of musical instruments Phonological Awareness: Rhythm and Syllable *To communicate if I like or dislike a song or piece of music.</p>	<p>All *To engage in shared reading activities. *To begin to understand single words *To be exposed to a wide range of vocabulary *To develop listening and comprehension skills. *To request favourite book to read *To develop understanding of simple concepts *To understand the use of objects Some: To understand who, what, where questions</p>	<p>All *To begin to explore a range of media *To recognise mark-making materials *To tolerate tools in their hand to mark-make *To make marks on paper and on other surfaces *To make marks with a range of media *To scribbles spontaneously when given paper and mark-making materials. *To choose to mark-make *To take part in daily Dough Disco *To engage in daily fine motor activities Some: *To enjoy drawing freely *To make controlled marks which have repetitive elements *To distinguish between the marks I make. *To sometimes give meaning to the marks I draw/paint etc. To make a simple drawing to illustrate an idea *To make marks on their picture to stand for their name. *To hold a pencil with sufficient grip and pressure to make marks on paper</p>	<p>Number/place value Daily counting *To take part in finger rhymes/songs with numbers. *To begin to anticipate the ending or key elements of rhymes, songs and number games. *To use numbers to 10 Count forwards in 1s, from 0 to 10 *To count backwards in 1s, from 10, to 0 *To count forwards in 1s, from a different starting number, within 10 *To count backwards in 1s, from a different starting number, within 10 Pattern All To show interest in patterned songs, rhymes and movements To experience patterned objects and images To begin to predict what happens next in predictable situations To sing patterned songs and rhymes with predictable movements or actions To move to the rhythm patterns in familiar songs, To join in with repeated actions in songs and stories To initiate and continue repeated actions To explore patterns in the environment e.g. spots and stripes on clothing or bumps in the pavement. To engage in "back and forth" and repetitive "again" games. To operate and turning it on and off, when shown a switch activated toy To consistently use a recognised response to indicate preferred choice To show enjoyment of sequential movements or movements to music or light. To continue an action or interaction with an adult by repeating</p>	<p>All: *To explore and respond to different natural phenomena in their setting and on trips. *To use all senses to explore a range of items *To explore new textures *To explore collections of materials with similar and/or different properties *To explore how things work. *To understand the effect of changing seasons on the natural world around them. *To begin to show some body awareness *To begin to recognise common body parts. *To explore foods that are healthy/unhealthy.</p>	<p>The world we live in Changing and growing *Understand the concept of a baby. *Begin to engage in role play activities with a baby e.g. bathing, rocking, singing etc (with adult support) *Respond to adult prompting of the names for body parts and changes of puberty. *Begin to understand the concept of kind hands. *Respond to adult modelling/visual stimuli for how to show responses if we are unhappy/uncomfortable with the way someone is touching us. *Respond to stimuli about some of the different kinds of families we might see. *Communicates likes or dislikes when around different people</p>



 <p>Food Technology</p>	 <p>Independence</p>	 <p>Physical Development</p>	 <p>PE</p>	 <p>Art</p>	 <p>Music</p>
<p>*To prepare ourselves for cooking activities -washing hands, cleaning surfaces etc. *To follow instructions during cooking activities *Mixing and rolling *Use a spreading knife to spread and cut toast *To begin to understand when items of food are hot or cold. *With support, beginning to engage in home corner role-play activities.</p>	<p><u>Travelling as a pedestrian</u> *Walks in a line around school *walks without pulling away when holding an adult's hand. *walks independently without running away *walks with their group without running or walking ahead *Can find their way to a familiar room *Responds to instructions of stop/go <u>Travelling by bus</u> *Keeps seatbelt on while on the bus *Stays seated on the bus. *Builds tolerance for being on the bus for longer periods of time. *Walks onto the bus appropriately. *Exits the bus appropriately. <u>Knowing body parts</u> *Begins to observe their own body e.g through watching own hands *Points to main features on face/body when asked. <u>Choosing appropriate clothing to wear</u> *Tolerates wearing different clothing requested by adults depending on the weather e.g. coat/sunhat/sun cream *Explores dressing up clothes. *Identifies items of clothing</p>	<p>*To develop shoulder strength and aim *To crawl through hoops/tunnels *Spin, roll and independently use ropes and swings (for example, tyre swings). *Sit on a push-along wheeled toy, use a scooter or ride a tricycle. *To move/pull heavy objects *To jump over an obstacle *To walk/balance along a straight line *Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. *Picks up objects in palmer grip and shakes, waves, bangs, pulls and tugs them between two hands while looking at them. *Enjoys the sensory experience of making marks in food, damp sand, water, mud, paint etc.</p>	<p>* To crawl through hoops/tunnels *To access equipment safely *To move/pull heavy objects *To climb using alternative feet *Control a ball and move it round the body. *Catch a ball *Shows interest, dances and sings to music rhymes and songs, imitating movements of others.</p>	<p>*Tolerate numerous textures *Explore different materials, using all their senses to investigate them. * Manipulate and play with different materials *Explore different materials freely, to develop their ideas about how to use them and what to make. *Develop their own ideas and then decide which materials to use to express them. * Join different materials and explore different textures *Some children to begin to control their movements when mark making</p>	<p>*Vocalises or makes their sound on cue *Vocalises or makes their sound with an awareness of style *Vocalises or makes their sound with clarity *Makes their sound on cue *Stops their sound on cue *Shows a preference to a sound * Explores loud and quiet sounds</p>